



**Royal Roads**  
UNIVERSITY

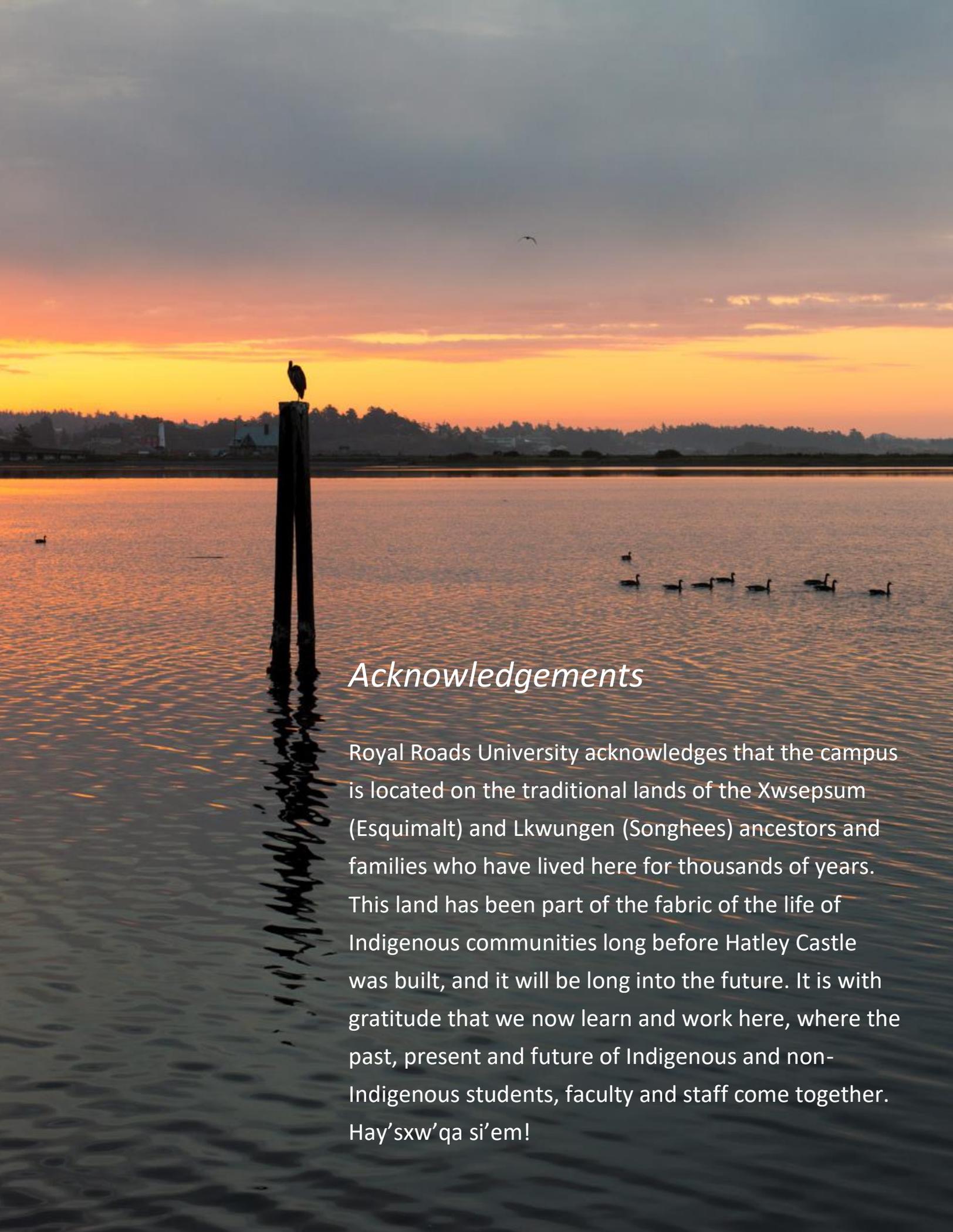
## Sharing information on progress

Inaugural Report  
July 2021

**PRME** Principles for Responsible  
Management Education

*an initiative of the*



A serene sunset scene over a large body of water. In the foreground, a dark wooden post stands vertically, with a single bird perched on top. The water reflects the warm orange and yellow hues of the setting sun. In the middle ground, a small group of swans swims across the water. The background shows a distant shoreline with trees and buildings under a sky transitioning from bright orange to a soft blue.

## *Acknowledgements*

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) ancestors and families who have lived here for thousands of years. This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together. Hay'sxw'qa si'em!



Thank you to PRME committee members, faculty and students that contributed their time to respond to requests for information and interviews.

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## Letter from the Dean, Faculty of Management

May 27, 2021

Society is demanding more from its businesses and business leaders than ever before. The world around us is challenging us to do things differently if we want to thrive. To meet these demands and overcome these challenges, business must change the way it operates. For this to happen, business and management education must change as well.

Business must begin to value purpose, social & environmental impact, and community in much the same way it does profit. This focus needs to appear in the business and management education we deliver and in the research that we conduct.

I believe this is what we are doing in the Royal Roads University Faculty of Management. This report will give us an opportunity to highlight the ways in which we are committed to the Principles for Responsible Management Education.

Royal Roads University has a bold new vision to “inspire people with the courage to transform the world”. Along with this vision come commitments to advance sustainability in all of our academic programs and operations, with a focus on the UN Sustainable Development Goals, and to promote research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic, and political challenges. We will build on our strengths in inter- and transdisciplinary programming and innovative delivery, enhance diversity and inclusion in all aspects of university life, and grow our entrepreneurial culture that can respond quickly to changes in the workplace and society.

In this report, we have included stories and data that highlight the work that has been done and the work that we will continue to do in the Royal Roads University Faculty of Management .



Robert Mittelman, PhD  
Interim Dean, Faculty of Management



## Letter from PRME Committee

The initial impetus of our inaugural Sharing Information on Progress Report was to confirm Royal Roads University Faculty of Management's commitment to implementing the Principles for Responsible Management Education (PRME) and advancing the UN Sustainable Development Goals (SDGs). The report is also intended to serve as a baseline against which we can measure our progress in future years.

As we developed our report we realized that this process could contribute to much more than an account of our progress. We have gained many valuable insights through conversations with colleagues and stakeholders. These insights will serve to further develop and improve the integration of the Principles across our teaching, research and community engagement activities.

The process for compiling the stories and data for this report included a review of our programs and courses for sustainability and responsible management content, mapping faculty research outputs to the SDGs and liaising with colleagues across the School of Business, the School of Tourism and Hospitality Management, and the wider University. These engagements have created opportunities for educating faculty members about our PRME commitments and have served as an impetus for our faculty to reflect on their own contributions to responsible management and sustainability education.

The development of the report was supported by one of our own graduate students who assisted with conducting interviews, analyzing survey data and writing the report. We see the involvement of our students in preparing our SIPs as yet another opportunity for engaging students on responsible management and sustainability.

While we aimed to be comprehensive in our review and synthesis of activities and initiatives, the report reflects a starting point. We recognize we have more work to do to monitor our progress against clear and measurable targets and to use this data to inform our learning and future work in this area. To achieve this goal, we commit to deepening our data collection and reporting and including more student voices in our future reports.

We look forward to sharing our progress with you in 2023.

### PRME Committee

Geoff Bird, Lois Fearon, Heather Hachigian, Ingrid Kajzer-Mitchell, Robert Mittelman, Ross Porter, Todd Thexton, Eugene Thomlinson

# About Royal Roads University

## Our Vision...

Inspiring people with  
the courage to transform  
the world.



## OUR GOALS

**Any age, any stage, any place:** We're an engine of lifelong learning for students no matter where they are in the world, their careers and their lives.

**Explore, share, advance:** We support interdisciplinary research that pushes boundaries, removes barriers and finds solutions to today's critical issues.

**Invite in, venture out:** We engage communities locally, nationally and globally — leaning into partnerships, learning from others and warmly welcoming all people.

**Vibrant and sustainable:** We champion a sustainable campus with leading-edge infrastructure and online platforms — one that is a top workplace in Canada and takes action on reconciliation, diversity, equity and inclusion.

## OUR VALUES...



### CARING

A diverse and supportive community for our students, faculty and staff.



### CREATIVE

Innovation in all we do; we continually seek new and better ways to do things.



### COURAGEOUS

Bold in our actions; we welcome challenges and take thoughtful risks.

## WE HAVE 6 CRITICAL COMMITMENTS GROUNDED IN OUR GOALS AND ACTIONS...



Build on our strengths in applied and professional programming, inter- and transdisciplinarity and innovative delivery



Grow our innovative and entrepreneurial culture, and respond quickly to changes in the workplace and society



Enhance the inclusion and engagement of people with diverse backgrounds and ideas in all aspects of university life



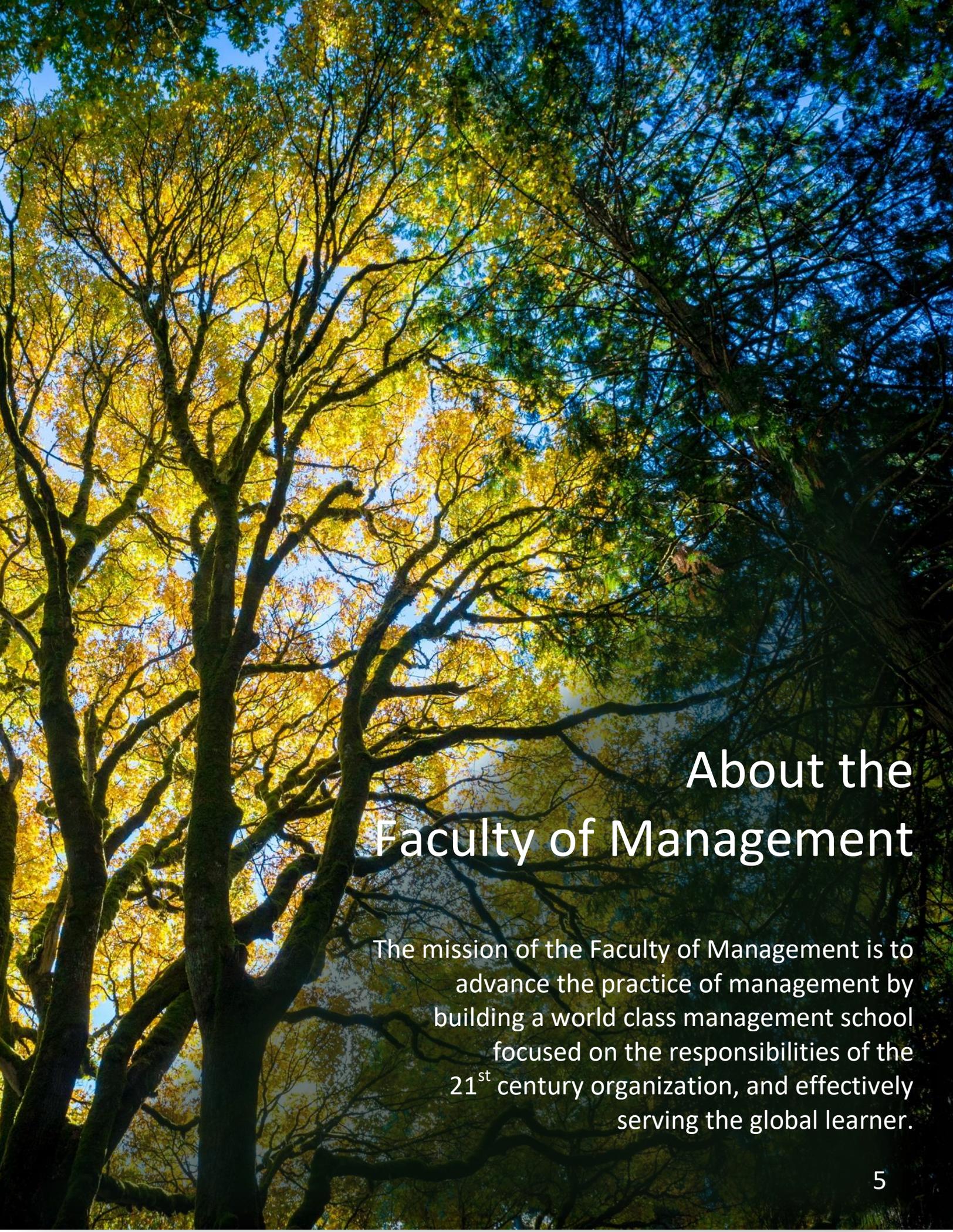
Implement the recommendations of the Truth and Reconciliation Commission and honour the spirit of the United Nations Declaration on the Rights of Indigenous Peoples



Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals



Promote research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic and political challenges



# About the Faculty of Management

The mission of the Faculty of Management is to advance the practice of management by building a world class management school focused on the responsibilities of the 21<sup>st</sup> century organization, and effectively serving the global learner.

Advancing the practice of management in a fast-paced, global world underpins every aspect of Royal Roads University's School of Business.

From leading-edge programs designed for experienced professionals, who have taken on or aspire to senior management responsibilities, to innovative delivery options that balance the time pressures and preferences of those seeking face-to-face interaction and the flexibility of the Internet - the School of Business targets the needs of today's organizations and those who lead them.

We help create accountable and responsible managers with the skills, knowledge and insight to understand their organizations, work effectively with others, and execute strategies for success. Led by faculty with real-world experience in management and industry, we provide a business school experience unlike any other.

Our tourism and hospitality management programs bring together current and future industry leaders in hospitality, tourism, destination development and sustainable tourism development. In collaboration with industry experts, the programs are designed to provide students with the strategic vision and skills to lead and adapt to change.

## SCHOOL OF BUSINESS VALUES



### QUALITY

Providing quality, cutting-edge, real-world programs; providing the highest quality learner services and high academic standards



### COLLABORATION

Supporting an inclusive, collegial community that seeks out and demonstrates respect for individual opinions and competencies within an environment of trust



### RESPECT FOR PEOPLE

Valuing people as human beings and for their role and efforts in contributing to the success of the organization.



### SUSTAINABILITY

Conducting ourselves responsibly by considering and balancing the present and future consequences of our decisions and actions.



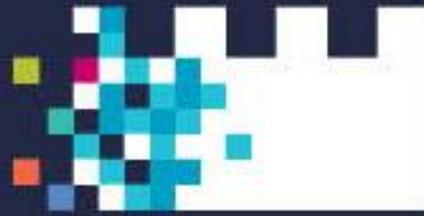
### CONTINUOUS LEARNING

Evolving the capacity of ourselves and our learners to adapt, innovate and prosper in a global community.



### CUSTOMER ORIENTATION

Putting the needs of the learner first; being learner centered.



# Royal Roads UNIVERSITY

## EXECUTIVE SUMMARY

The report is structured in accordance with the Six Principles of PRME, specifically:

1. Purpose
2. Values
3. Method
4. Research
5. Partnership
6. Dialogue

Across each of the six principles, we discuss our strategy in relation to the integration of responsibility and sustainability within the Faculty of Management, provide examples of key initiatives, programs and outputs, explain how we are monitoring our progress and identify targets to further integrate the PRME in our research, teaching and partnerships. The report concludes with a reflection on our progress to date, areas for further development and improvement, and a summary of key performance indicators for the next two years.

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative that aims to raise the profile of sustainability in schools around the world. Royal Roads University became a signatory of PRME in 2019 and in 2020 became an advanced signatory.

## SIX PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION



### Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



### Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



### Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



### Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



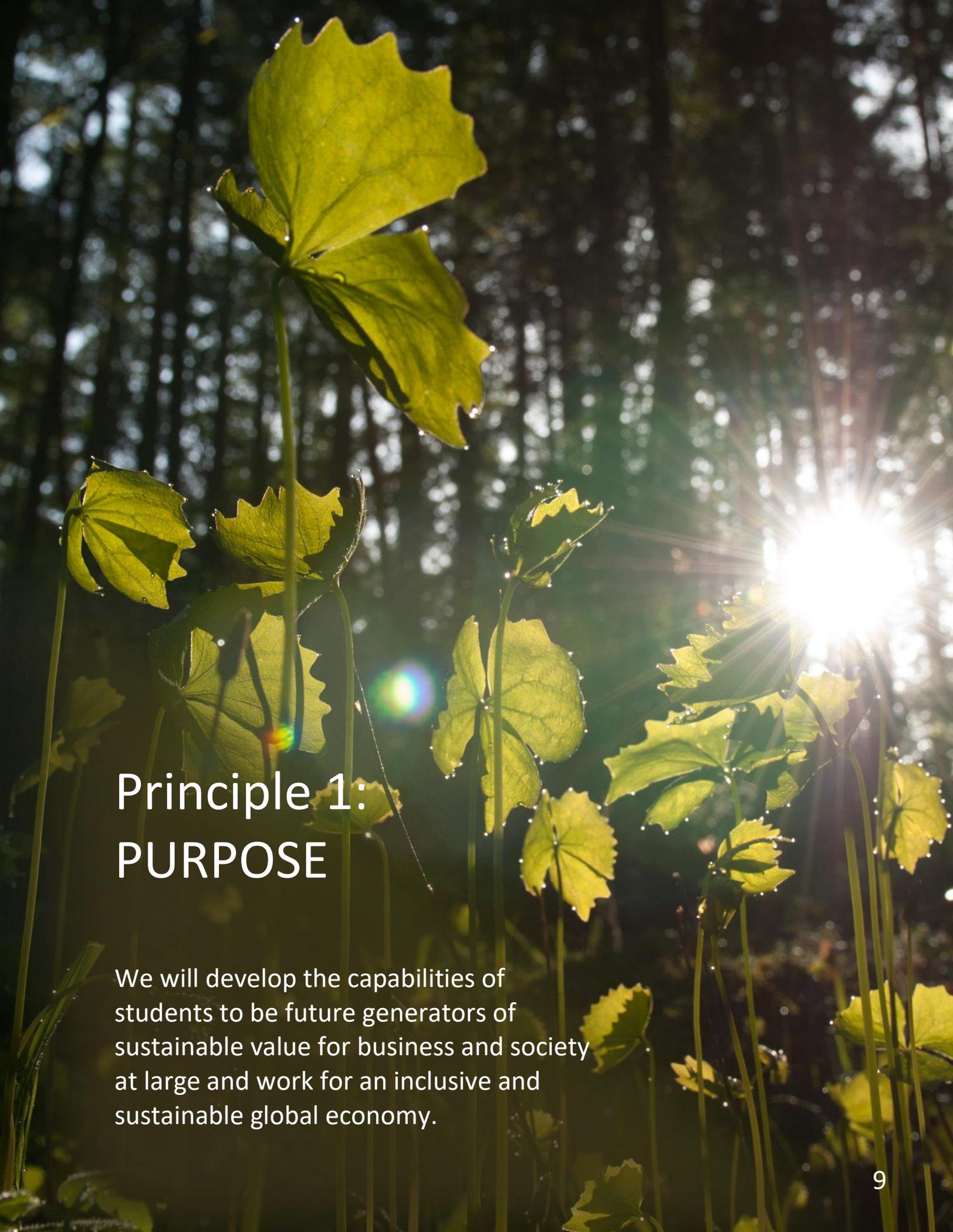
### Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



### Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



# Principle 1: PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and work for an inclusive and sustainable global economy.



## Principle 1: PURPOSE

In our new vision for the University, PRME is reflected in our commitments, including to:

- Enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life.
- Implement the recommendations of the Truth and Reconciliation Commission and honour the UN Declaration on the Rights of Indigenous Peoples.
- Advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals, and;
- Promote research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic and political challenges.

The Faculty of Management actively contributes to achieving this vision, not only through its own programming and curriculum, but also through active representation and

participation in University-wide initiatives including the Climate Action Task Force Leadership Team; Anti-Racism Committee; and the President's committee on Equity, Diversity and Inclusion.

**PRME in Action:** Since becoming a signatory, we have established a PRME committee to advance our commitment to integrating the Principles. The Committee includes eight faculty representatives from the School of Business and the School of Tourism and Hospitality. Committee members meet quarterly to discuss our progress and identify challenges and opportunities for further integrating the Principles into the Faculty of Management.

**Monitoring progress:** To assess our current position and establish a baseline for monitoring our progress made towards the full integration of the Principles, we are collecting and analysing data on sustainability within our teaching, research and partnerships. In 2020, we conducted a survey of faculty and followed the survey with interviews to deepen our understanding of the ways faculty are integrating the Principles into our work and to identify opportunities to improve.

### Targets/KPI

- Survey faculty annually on PRME integration in our teaching, research, and societal and community engagement.
- PRME Committee meets four times per year to monitor and review progress
- Present interim report on progress to Faculty of Management Advisory Council in April 2022



## Principle 2: VALUES

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



## Principle 2: VALUES

Royal Roads University aims to provide learning, teaching and research that help people transform careers and lives by solving problems and creating opportunities in the world. As set out in our original Learning and Teaching Model (LTM) in 2013, we focus on producing citizens of the world who are passionate, determined and confident lifelong learners, integrated into a broad network of like-minded learners, and who can confidently manage and resolve complex, real-life problems.

In 2019 we updated our LTM to reflect evolution of our values, worldviews, attributes and

practices that reflect and shape the unique learning environment, culture, practice and service at Royal Roads.

This updated model can be distilled to three core categories of values that express what our faculty, staff, students, alumni, advisory councils and other community members perceive as unique and forward-thinking in our work: applied and authentic, caring and community-based, and transformational. Transformational learning aligns with the need to transform oneself as a precursor to transforming others. This is recognized in Royal Roads’ tagline, ‘Life. Changing’, as well as in UNESCO’s fifth pillar of learning for sustainable development, “learning to transform oneself and society.”

### LEARNING TEACHING AND RESEARCH MODEL



## Targets/KPI

- We will identify, review and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organisational practices. The outcomes of this review will be detailed in our 2023 SIP Report



# Principle 3: METHOD

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.



## Principle 3: METHOD

Our LTRM seeks to develop in students a socially innovative mindset capable of generating solutions to social challenges and changes. This orientation is embedded in activities such as applied and experiential learning, live teaching cases and community engagement.

The Faculty of Management at Royal Roads University offers programs at the graduate and undergraduate levels. In 2020, we launched a new Doctor of Business Administration (DBA) program, which is offered alongside our three masters level programs and three undergraduate programs.

In 2019, a review was undertaken to assess the integration of sustainability in our courses and programs and to identify areas for further development and improvement. The review found that sustainability is addressed most extensively at the undergraduate levels across our BBA, BCom and BA in Tourism and Hospitality Management programs. For example, students in our **BCom** program are exposed to opportunities in their coursework to launch their own social ventures while also raising money for charity. Students in **Tourism and Hospitality Management** graduate program can specialize in social enterprise or sustainability.

Our new **DBA program** introduces students to topics and research that faculty are undertaking related to responsible management and sustainability. While there

are no required courses on these themes, the DBA program encourages and supports students to undertake research that has an impact on the real world, and many of our students are pursuing research topics directly related to sustainability.

Our other graduate programs provide students with some options to select elective courses with a sustainability focus and business ethics, corporate social responsibility and sustainability is integrated in some of the courses.

Scope remains to address sustainability and responsible management in a deeper and more integrated way at both the program and course levels, particularly in some of our graduate programs.

One example of an exciting initiative launching this year is our new **BBA program in Sustainability and Innovation**. The program offers undergraduate students unique opportunities to engage in challenge- and project-based learning through innovative pedagogical approaches. The program embodies the Principles of Responsible Management Education, by ensuring that most or all projects incorporate a “public benefit” element.

In addition, we offer students outside of their regular program course work opportunities to engage in real world challenges such as through our **Design Thinking Challenge** and the **Eric C. Douglas Centre for Entrepreneurship Studies Scholarship Award** that prioritizes student ventures with a social entrepreneurship component.

## PRME IN ACTION

### BBA in Sustainability and Innovation

Undergraduate education at Royal Roads University has a lengthy history of promoting social and environmental sustainability. In 2013, the School of Business launched its first Bachelor of Business Administration degree focused on sustainability and international business. In 2017, the program streamlined its curriculum and revised the program to explicitly orient 70% of its courses toward sustainable development themes.

In 2021, the School is launching the next generation of responsible undergraduate business education. The redesigned BBA program embodies a more sophisticated understanding of sustainable development that incorporates a greater emphasis on both systems/complexity and the urgent need for innovative solutions. Furthermore, unlike conventional undergraduate programs in which content is organized around disciplinary themes that are delivered using a course-based structure, the re-designed BBA program is delivered in a 100% project-based format, re-centering learning around application and practice, relevance and authenticity, and integration and contextualization.

In partnership with community-based project sponsors, students deliver real-world solutions to authentic community stakeholders. Projects are designed to incorporate a “public benefit” element such as an explicit project objective or requirement related to positive impact on community, society (present and future), workers and/or the environment). Projects will be sourced from organizations in the private, public and non-profit sectors

Sample courses include Business Model Innovation, Social Innovation and Social Finance, Humanistic Management, Ecology and Management, Leading Social Change, among several others that are designed to equip students for 21<sup>st</sup> century labour market. Since all learning takes place in a dynamic and authentic context without clear-cut solutions, students must learn to develop strategies to orient and adapt to novel situations. In so doing, they gain important self-directed learning skills that will ultimately enable them to self-learn through rapidly changing environments while also contributing to real-world sustainability problems facing organizations and contributing to solutions.



## PRME IN ACTION

### School of Tourism and Hospitality to Integrate Sustainability Across its Curriculum

The School of Tourism and Hospitality is making significant progress in recent years to integrate sustainability into its curriculum. The School is currently re-evaluating the learning outcomes for all of its programs and for the School as a whole, with a focus on ensuring that they reflect responsible management ideas. The reassessment will explore opportunities for making more explicit links to the Sustainable Development Goals. The new learning outcomes at the program level will then cascade down into individual courses across the School. As part of this reassessment, the School will be consulting with the tourism and hospitality industry and community members to get an understanding of what is important and what we should be doing as a School to ensure that we are preparing our students to succeed in their careers, while also contributing to shaping a more sustainable tourism and hospitality industry.

The School is also introducing a specialization in social entrepreneurship. By introducing these new specializations for the STHM programs, School Director Professor Eugene Thomlinson is hoping that new graduates will be inspired to develop their own social enterprises or incorporate the ideas and concepts of social entrepreneurship into their workplace. Contrary to the popular argument that the industry is detrimental to the environment, these new specializations will help establish a mindset that tourism and hospitality can give back to the environment, people, and communities. “In a sustainable tourism and hospitality industry, it is essential that future leaders understand how to incorporate economic, social, and environmental sustainability in all of their planning and operations.” – Eugene Thomlinson, STHM Director



## PRME IN ACTION

### BCom Venture Challenge and Capstone

#### BCom Venture Challenge

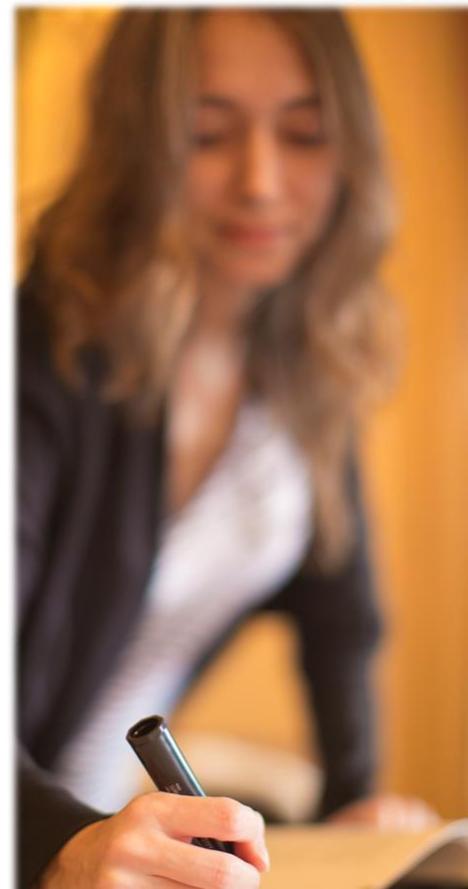
The Venture Challenge course is the archetypal 'business plan' class that teaches students how to test their ideas, research their potential, imagine ways of growing, and structure requests for support. Organized around Kolb's theory of adult learning we THINK, PLAN, DO and REFLECT. Informed by the Lean Start Up, students start by DO-ing, and then cycle through the other components. What they DO is start an online store, and donate their net profits to charity. During 30 days in business our students refine their co-created concepts, ultimately dialling in a value proposition that works for consumers and their non-profit partners.

Over the years more than 100 such shops have opened, raising well over six figures for non-profits in every sector. Making an ongoing positive impact, some of these small businesses also live on as earned income streams that are taken over operationally by the non-profit partner.

#### BCom Capstone

The capstone course empowers students to draft a professional business plan for themselves or on behalf of a client. Recent, notable examples include a franchise model for sustainable fisheries off the coast of Washington state, a dried soup mix business that salvages 'ugly' vegetables in Manitoba, and an Indonesian food truck that engages underemployed immigrants in Calgary. Some of the businesses planned and pitched in this class go on to great success in the real world. For example, Ethical Deal (like an eco-friendly Groupon) evolved to become Social Nature, which works to promote trial of CPG firms' sustainable new product offerings.

Not only do the ventures go on to make a difference but Associate Professor Geoff Archer observes, "the exercise of preparing a plan for these initiatives can also be cathartic and life changing for the students." For example, one student who had been a flight attendant for a major Canadian airline observed a structural inequity over the course of her career; Industry pilots (mostly men) are well supported by their union, whereas cabin crew (largely female) are not. If there is a major incident, the pilots are offered paid leave and counseling. The cabin crew, who might actually be closer to the front lines, are not offered any mental health support. Following through with her capstone project this young woman called her instructors from the boardroom of the airline headquarters where her pilot project had just been approved. She herself couldn't believe her own success, as she had never even set foot in a boardroom before that day.



For almost a decade, the MBA's final capstone residency (currently held virtually due to Covid), has guided learners in helping live clients navigate tough business challenges. In so doing, learners must draw on all the skills acquired in their MBA program, as well as new ones developed through a series of Master Classes and through mentorship by Residency faculty. Typically, client organizations have been SMEs selected based on criteria like size and stage of growth, with the rationale being that the companies must be small enough to benefit from student help but large enough to yield multiple complex and challenging problems for students.

For January and June 2021, the residency has adopted a food industry theme, and companies selected have been local food manufacturers. The rationale for this shift is to better align the residency with principles of responsible management and the Royal Roads mission of impacting positive change. Especially with Covid's impact on global trade, food systems and food security are issues of societal concern. Focusing on the food industry means learners must go one step beyond advancing their business acumen and consider global political and economic issues and themes of broader societal impact.

Moreover, the companies selected have been chosen for their alignment with social and environmental values. In January, the clients were Deebees Organics, a B-corp that manufactures healthy snacks, and The Very Good Butcher, a company that focuses on vegetarian meat alternatives that has recently gone public. In June, the client will be Big Mountain Foods, a local, woman-owned business, also in the meat alternative sphere. Guest speakers have further bolstered the commitment to responsible management and include Joel Solomon, author of *The Clean Money Revolution*; author and thought leader Dr. Thomas Homer-Dixon; and author and food historian Dr. Robyn Metcalfe.



## PRME IN ACTION

### Design Thinking Challenge

Since 2010, Royal Roads University has hosted a Design Thinking Challenge. In 2020 the challenge was hosted in partnership with Transform TO to help homeowners retrofit their homes. The Design Thinking Challenges aim to “reframe” the challenges in business so that they are designed to serve the community and provides an opportunity to work through challenges and problems in real-time so that the leaders of a wide range of disciplines, can redirect towards sustainability in the face of uncertainty. The challenge allows students to participate in developing solutions and tools to effectively make decisions for the future. “What we would expect the students to do is not just to talk to the city or to think about the issue from the perspective of the city but to also think about the issue from the point of view of the homeowner, the retrofitters, the manufacturers and other stakeholders. These kinds of creative solutions can be found in places and spaces where we actively listen to everybody involved.” Michael Parry – Associate Faculty, Royal Roads University

## PRME IN ACTION

### BBA Field School

From January to March 2021, The BBA Field School students worked with four companies on sustainability projects:

- Ergonomyx is a Victoria-based start-up that has integrated app-based technology and office furniture in producing their smart standing desk and smart under-desk bike. The student team researched and proposed product end-of-life cycle options for the company to meet BIFMA requirements and to enhance their eco-sustainable operations.
- Rhiza Capital is a BC impact investing firm, mediating organizational and independent capital investments into businesses whose mission is to address the UN SDGs. The BBA students analyzed the impact investing environment in Canada and created a database of investor candidates suitable for Rhiza’s fund-raising efforts.
- TELUS is a Vancouver-based telecommunications company. The BBA students conducted market research to benchmark existing environmental sustainability best practices for different types of organizations that share similarities with TELUS (companies, cities, non-profits), and recommend which practices TELUS should look to adopt in its efforts to further advance its sustainability goals.
- TrustBIX is an Edmonton-based technology company supporting food supply chain traceability. The BBA students researched governmental and non-governmental financial incentive programs for landowners to develop ecosystem services that are amenable to TrustBIX’s traceability technologies.

## INTEGRATION OF SDG'S IN THE CURRICULUM

Course	Program	Required?	SDG Themes					
Foundations of Business and Sustainability	BBA	✓						
Sustainable Operations and Supply Chain Management	BBA	✓						
Business & Ecology	BBA	✓						
Environmental Economics	BBA	✓						
Sustainability Marketing	BBA	✓						
Sustainability Accounting	BBA	✓						
Strategy for Business & Sustainability	BBA	✓						
Human Resource Management for Innovation & Sustainability	BBA	✓						
Community & Stakeholder Relations	BBA	✓						
Global Social Entrepreneurship	BBA	✓						
Business Field School	BBA	✓						

# INTEGRATION OF SDG'S IN THE CURRICULUM

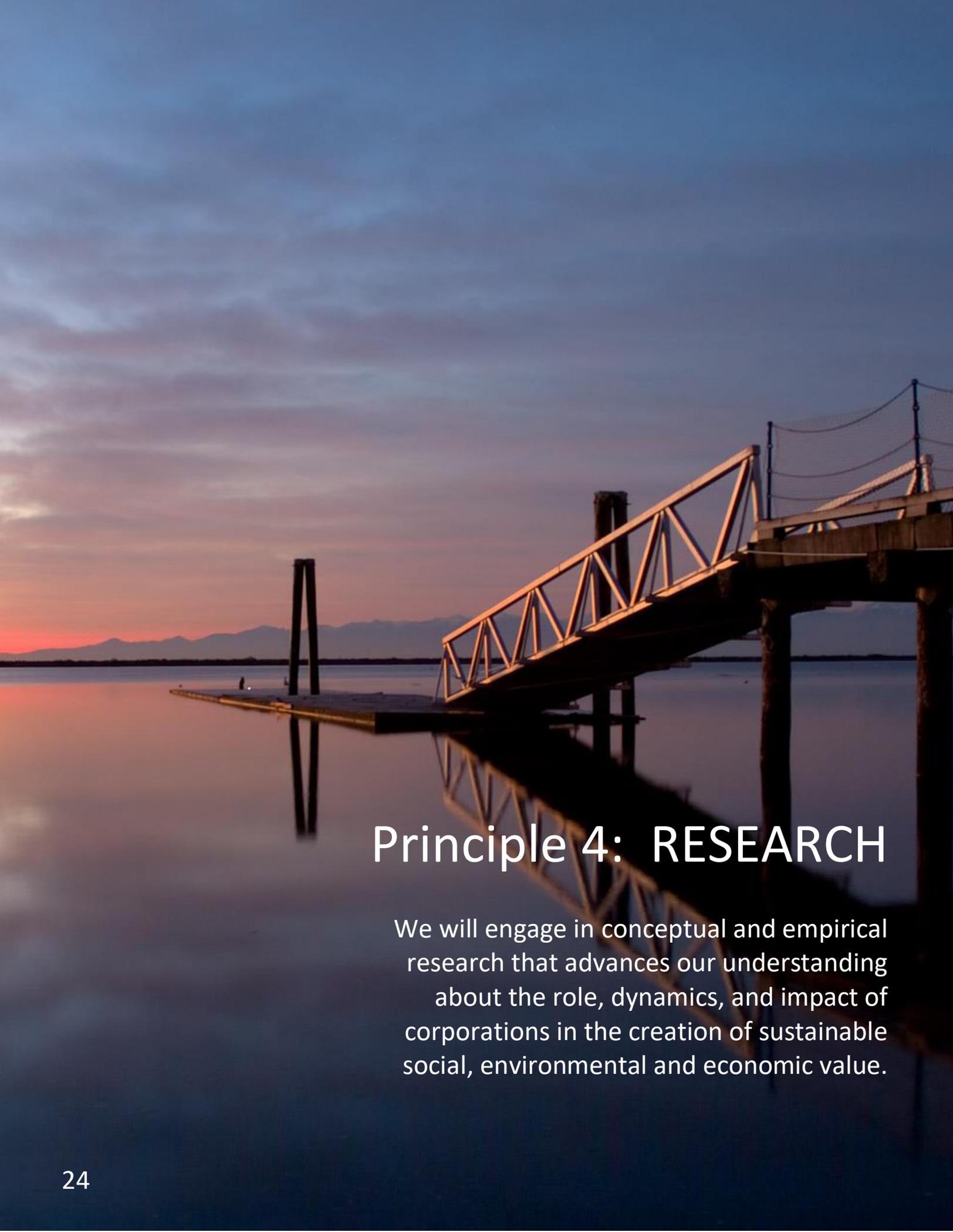
Course	Program	Required?	SDG Themes
Marketing	BCom	✓	
Environmental and Corporate Social Responsibility	BCom	✓	    
Entrepreneurship	BCom	✓	  
Applied Business Challenge	BCom	✓	  
Capstone Project	BCom	✓	  
Leadership	MGM	✓	   
Business Ethics, Law & CSR	MGM	✓	      
Foundations of Corporate Social Innovation	MBA/ MGM		      
Design Thinking for Social Innovation	MBA/ MGM		      
Measuring & Scaling Social Impact	MBA/ MGM		      

## Monitoring Progress

In 2020, we began collecting data related to the exposure to sustainability that students gained at both the course and program level. This initial data collection will serve as a baseline to benchmark and assess where we are in our journey. We will continue to collect this data on an annual basis and to monitor our progress toward full integration of our commitments under PRME to create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

### Targets/KPI

- Review all new courses and program proposals to identify opportunities for embedding more sustainability and provide support to faculty to achieve this goal.
- Participate in at least one PRME event to share our learning and insights from the launch of our new BBA program.
- Collect feedback annually from students on the impact of our educational and professional responsible leadership curriculum and learning experiences.



## Principle 4: RESEARCH

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



## Principle 4: RESEARCH

Research that has the potential to make a meaningful and positive impact on society is actively encouraged within the Faculty of Management. For example, our Learning, Teaching and Research Model encourages faculty to produce accessible research and track the impact of our contributions. In this first year of reporting, we were inspired by the number of faculty who are engaged in sustainability-related research. In the future, we intend to more systematically monitor, support and encourage faculty research in these areas.

In 2020, we reviewed research outputs of Faculty of Management research over the past two years. As part of this review, faculty publications were mapped against the SDGs. The review identified 18 publications in the last two years that explicitly addressed one or more of the SDGs. Research outputs were particularly strong within **SDG 1 No Poverty, SDG 4 Quality Education, SDG 9 Industry, Innovation and Infrastructure, and SDG 17 Partnership for the Goals.**

We have a unique advantage to have two faculty members with research agendas that focus on the role of sustainability in education, including assessing the impact of integrating sustainability into business school curriculum and how business schools can live their learning and walk their talk by actively

integrating and aligning management scholarship, teaching and practice.

We also have two Canada Research Chairs (CRC) that are dedicated to advancing research in areas that directly relate to responsible management and sustainability, a CRC in Reimagining Capitalism and a CRC in Innovative Organizational Practice.

Our new DBA program provides a unique and valuable opportunity for early-career scholars to engage in research that responds to immediate sustainability challenges facing business and society.

The following sections provide some examples of the research conducted by our faculty and students with a sustainability focus.

## PRME IN ACTION

### Faculty Research Profile: Dr. Ingrid Kajzer-Mitchell

#### How long have you been a faculty member and what made you decide to join RRU?

I joined RRU in the fall of 2007 and prior to this I worked at Strathclyde University in Scotland. What attracted me to RRU was the explicit focus on sustainability and applied learning and research. Very few Universities at that time had a faculty marketing position that included a mandate to integrate a sustainable perspective to both teaching and research. Moving to Canada from Scotland was a big move, but RRU's approach fit exactly into the kind of work I had done and the kind of research and teaching I wanted to do.



#### What topics or issues related to sustainability does your research explore?

My research broadly explores marketing in society, sustainable production and consumption and organizational creativity as it relates to building more sustainable futures. Some of my recent research looks at identity work amongst marketing professionals and the tensions they experience in the context of social and environmental sustainability. Since joining RRU I have together with colleagues also examined the transformational and pedagogical promise of alternative food movements, specifically the extent to which wild foods foraging and consumption can or cannot promote alternative consumption practices.

#### How important do you feel is to integrate the values of social and environmental sustainability into your research agenda?

Sustainability has been a key focus of my work since the late 90s. It has always driven me to look more critically at my work not just as a researcher but also an educator and practitioner. As researchers, we have an opportunity to not just better seek to understand or explain phenomenon we study but also reflect on how we ourselves are generating and mediating knowledge and knowing about sustainability. Integrating sustainability into our research also invites us to take a more imaginative approach to our research, asking "what if", and moving beyond accepted and prevailing practices and systems.

#### What impact do you hope your research can have on advancing sustainability?

I hope my research will contribute to a deeper understanding of the possibilities and challenges of advancing towards greater sustainability within the prevailing market systems. I also hope my research contributes to creating opportunities for discussions about more radical and breakthrough alternative marketing practices that can begin to address the sustainability challenges of our time.

## PRME IN ACTION

### DBA Student Research: Karly Nygaard-Peterson



#### How long have you been a DBA student and what made you decide to pursue your DBA at RRU?

I am in the second year of the doctoral program. I did my MBA at RRU, so I knew the DBA would be a fit for me. The structure of the program truly allows me to pursue a doctorate and continue to work and participate in the industry I am studying. The flexibility along with the applied nature of the program and inter and multi-disciplinary focus of the business school were all definitely deciding factors.

#### What topics or issues does your research explore?

My research explores consumers' decision making when it comes to shared mobility –specifically micromobility modes like ebikes and scooters. In the

context of challenges such as climate change, population density, urban sprawl, affordability, congestion, and now COVID-19, my research focuses on experiential consumption within the sharing economy.

#### How important do you feel is to integrate the values of social and environmental sustainability into your research agenda?

Incorporating social and environmental sustainability values into research agendas is incredibly important, as it recognizes on a more holistic level the significance of relationships – with communities, with society and with the ecosystems in which we live. Ultimately, research is one way I can contribute to the world I would like to live in, and by integrating these values it represents the positive impact I hope to make.

#### What impact do you hope your research can have on advancing sustainability?

Transportation is a fundamental part of our world, and has the potential to have profound impact on the health and sustainability of our cities. By better understanding transport mode decision drivers, I believe that organizations and municipalities will be better equipped in implementing transport strategies and solutions. My project aims to directly contribute to important research on the future of sustainable mobility, specifically micro-mobility solutions (e.g., scooters) in meeting local and national demands for integrated urban multi-modal transportation systems using zero-emission technologies.

## PRME IN ACTION

### Dr. Julie MacArthur – Canada Research Chair in *Reimagining Capitalism*

In January 2021, Associate Professor Julie MacArthur joined the School of Business as the new Canada Research Chair in Reimagining Capitalism. Julie’s research focuses on studying the impact of different forms of ownership (public, private, civil society) on energy sector transformation. She is interested in understanding how organizations can be more inclusive, giving those historically excluded a chance to both benefit and exercise control. For the last eight years, her public policy research included a comparison of what she called “energy democracy”, where she studied the contribution of community owned energy initiatives across New Zealand, Canada, and Denmark. “Historically, the emphasis has been on the economic and ignoring the social and environmental, so that reprioritization in our thinking about how these grassroots innovations actually exist at different scales and in diverse settings is really important.” – Julie MacArthur, CRC in Reimagining Capitalism.



#### **Forthcoming publications:**

Julie MacArthur, Christina Hoicka and Runa Das “Democratising the Green New Deal”, in *Routledge Handbook on the Green New Deal*, Kyla Tienhaara and Joanna Robinson (Eds.), Routledge. (accepted and in press for 2022)

Julie MacArthur and Derya Tarhan ‘Institutionalizing Energy Democracy: The Promises and Pitfalls of Electricity Co-operative Development’, in A. Feldpausch-Parker, D. Endres & T. Peterson, *Routledge Handbook of Energy Democracy* (in press for 2021).

## SDG-FOCUSED ACADEMIC PUBLICATIONS

Author(s)	Year	Title	Publication	SDG Themes
<b>Prasad, A.</b>	2019	Denying anthropogenic climate change: Or, how our rejection of objective reality gave intellectual legitimacy to fake news.	Sociological Forum	
<b>Wasdani, K. P., &amp; Prasad, A.</b>	2020	The impossibility of social distancing among the urban poor: The case of an Indian slum in the times of COVID-19.	Local Environment	 
<b>Rauf, A. A., &amp; Prasad, A.</b>	2020	Temporal spaces of egalitarianism: The ethical negation of economic inequality in an ephemeral religious organization	Journal of Business Ethics	
<b>Segarra, P., &amp; Prasad, A.</b>	2020	Colonization, migration, and right-wing extremism: The constitution of embodied life of a dispossessed undocumented immigrant woman	Organization	 
<b>Prasad, A., Segarra, P., &amp; Villanueva, C. E.</b>	2020	Situating knowledges through feminist objectivity in organization studies: Donna Haraway and the partial perspective	Rethinking culture, organization and management NY: Routledge	
<b>Zulfiqar, G., &amp; Prasad, A.</b>	2020	Interrogating the toilet as a seat of power and privilege	Academy of Management Best Paper Proceedings	 
<b>Mor, S., Madan, S., Archer, G. R., &amp; Ashta, A.</b>	2020	Survival of the Smallest: A Study of Microenterprises in Haryana, India	Millennial Asia	
<b>Archer, G.R., Arndt, F., Robsino, F.</b>	2021	Value Creation through Environmental Entrepreneurship	Book Chapter Environmental Entrepreneurship, World Scientific Publishing	   
<b>Archer, G.R. &amp; Elkins, P.</b>	2020	Impact Investing Search Fund	Conference: Proceedings of the 3rd International Conference on New Business Models At: Sofia, Bulgaria	
<b>Archer, G.R. &amp; Elkins, P.</b>	2019	How low can we go? The case of the essential workers' mortgage investment corporation		  
<b>Archer, G. R. , Arndt, F., &amp; Robinson, F.</b>	2020	Value Creation through Environmental Entrepreneurship	Preprint	

Author(s)	Year	Title	Publication	SDG Themes
Fearon, L.	2020	Assessing the impact of integrating sustainability into business education	Dissertation	
Low, W. & Davenport, E.	2019	“Digging the Dirt: Food Crimes in the Governance of Fair Trade”, in Hinch, R. and Gray, A. (eds.) A Handbook of Food Crime: Immoral and Illegal Practices in the Food Industry and What to Do about Them	Polity Press	
Irwin, S., Flaherty, M.S. & Carolsfeld, J.	2020	The contribution of small-scale, privately owned tropical aquaculture to food security and dietary diversity in Bolivia - Food Security	Food Security	  
Hachigian, H.	2020	Review of The Code of Capital: How the Law Creates Wealth and Inequality by Katharina Pistor	Journal of Business Ethics	
Thexton, T., Prasad, A., & Mills, A. J.	2019	Learning empathy through literature	Culture and Organization	
Thexton, T., Belcher, B., Claus, R., & Davel, R	2019	Measuring the social impact of an academic program: A program theory-based evaluation approach.	Evaluating Changemaker Education: A practitioner’s guide. Ashoka U	
Famy, H.	2021	Climate adaptation in financial markets: A new perspective	Beyond the 2C – Business and Policy Trajectories of Climate Change Adaptation	
Famy, H.	2021	Towards Sustainable Climate Adaptation and Stability in Financial Markets: Reversing the Increasing Exit Impatience Phenomenon	Conference Proceedings Canadian Economics Association	

## RESEARCH IN PROGRESS

Our faculty survey also captured projects that are currently underway to identify work that is in the pipeline and will show up as research outputs on our next PRME report. In the section below, we highlight two examples of this work to demonstrate our faculty's commitment to advancing sustainability goals in their research.

### PRME IN ACTION

#### **Dr. Frances Jørgensen – End abuse at work: The downward spiralling effect of workplace incivility on BIPOC's mental health**

Recent events in the US have triggered an explosion of attention on the unequal, unjust, and abusive treatment of equity-seeking groups. In this project, which is being funded by the BC Ministry of Health, we focus on workplace incivility and its impact on the mental health of Blacks, Indigenous people, and Persons of Colour (BIPOC's). Workplace incivility includes a wide range of deviant workplace behaviours ranging from inappropriate jokes, rude, offensive, or aggressive comments, harassment, and/or singling out one or more individuals for some kind of mistreatment, that may occur within the organisation or at the boundary of the organisation. Scholars estimate that over 98% of all employees experience some form of workplace incivility and that these groups of individuals may be at higher risk of both experiencing workplace incivility and the negative impact of it on their mental health. Unlike the legal ramifications for perpetrators of more overt types of workplace deviance (e.g., sexual harassment), the ambiguous nature of workplace incivility is quite difficult to address. Additionally, equity, diversity and inclusion initiatives appear to fall short of reducing workplace incivility or its impact on mental health.



In seeking a way to reduce workplace incivility and its impact on the mental health of BIPOC's, we are developing an online portal that will serve several purposes. First, the portal will provide a safe community in which those who have experienced workplace incivility can share their experiences and feel less alone. Second, the portal will include several resources to provide support for these individuals, including access to advocacy groups, links to various mental health professions, and online intervention tools targeted at ending workplace abuse and mitigating the damage it causes. Lastly, the portal will be used for data collection and research dissemination, knowledge sharing, and creating awareness of the prevalence and harmful impact of workplace incivility on BIPOC's mental health. Ultimately, the portal will serve as a mental health intervention tool and facilitated space for supporting those who have lived experiences with workplace incivility while gathering and reporting research on workplace incivility and its impact on employee mental health. The portal is expected to be active by mid-summer and accessible at <https://endabuseatwork.org/>



### **Improving WASH for healthcare facilities and women's health**

Assistant Professor Sean Irwin is leading new research on how a new WASH – water, sanitation, and hygiene – innovation can be implemented and sustained in health care facilities in Malawi, with special emphasis on improving women’s wellbeing. The research will be conducted through a partnership between a team of researchers from Royal Roads University, a Canadian aid organization (Transform International Canada), a US-based research institute (Desert Research Institute) and local health authorities in Malawi.

The team developed STEAMS – Systems, Training, Empowerment, and Monitoring Support – an innovative approach to improving WASH in health care facilities by generating better sustained maintenance of WASH infrastructure and improving WASH practices and gender behaviours amongst health care staff. The innovation is administered by an equally innovative method, the circuit rider approach. Circuit riders are roving experts that visit health care facilities on a regular basis to provide monitoring, support, and training, thus sustaining the innovation and generating iterative improvement. The expected effect of STEAMS will be healthier and safer health care staff and patients, especially women since they constitute the majority of health care actors and use health care facilities most acutely. The research being conducted by Irwin and the team is focused on objectively determining the efficacy of the innovation. If proven effective, the research will provide a strong case for scaling up the innovation in Malawi and beyond, thus having a vast impact on the health and wellbeing of people, especially women, across the global South.

### **Empowering Bolivian women through sustainable small-scale pond aquaculture**

Dr. Sean Irwin of Royal Roads University and Dr. Joachim Carolsfeld of World Fisheries Trust are leading a development project in Bolivia aimed at generating income, food security and women’s empowerment through entrepreneurship and skill building in the local aquaculture sector. Bolivia has one of the lowest rates of fish consumption in the world despite fish being a nutritious source of protein and nutrients. Bolivia is also challenged by entrenched gender inequality. Therefore, small-scale women led household aquaculture that supports local businesses and provides fish to local communities has the potential to address numerous rural community development challenges.

The project builds on two past successful projects that have aimed to holistically and sustainably develop the aquaculture system in central Bolivia. This project is expanding the aquaculture model pioneered in those projects to new regions of the country and is supporting the transformation of the sector. By supporting the growth of women led sustainable aquaculture that is accessible to lower income rural households, the project has the potential to improve the livelihoods of thousands of families across central Bolivia.

## MONITORING PROGRESS

In 2020, we began collecting data related to the coverage of sustainability in our research outputs. We will continue to collect this data on an annual basis and to monitor our progress toward full integration of our commitments under PRME to engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

### Targets/KPI

- Identify the proportion of our research activities and outputs that seek to advance our understanding about the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value.
- Incorporate PRME priorities into faculty work plans, as appropriate.
- Review internal research grant applications to identify and leverage opportunities and incentives to encourage faculty research on themes related to the SDGs
- Provide training to faculty on how to conduct social impact assessments of their research and pilot impact assessments of at least 3 faculty research projects in the next two years.



## Principle 5: PARTNERSHIP

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



## Principle 5: PARTNERSHIP

At Royal Roads University, partnership with community, business and industry is a key component of our LTRM. Many of our faculty are actively engaged in research partnerships with industry and communities to advance goals related to sustainability and inclusion.

Our students benefit significantly from these partnerships, gaining direct access and insights into real-world and immediate sustainability challenges facing organizations and society. Students are encouraged to engage in partnerships for their own coursework and capstone projects. For example, our **BBA Field School and new BBA program** are designed to help students to establish meaningful partnerships

with business and community organizations to address real-world challenges as part of their course work.

At the School level, we have recently renewed our **School of Business Advisory Council**. Our Advisory Council provides guidance from leading members of the business community to ensure that our programs remain relevant to market demands and meet the changing needs of society. Our council members reflect leadership and excellence in their commitments to advancing sustainability and inclusive economies.

The following section of the report details examples of initiatives that demonstrate our partnerships with the business community to address sustainability issues through research and practice.

## **PRME IN ACTION**

### **Graduate Certificate in Indigenous Economic Development**

The Haisla Nation will partner with Royal Roads University, led by Charles Krusekopf on the development and delivery of a new graduate certificate. The program has been approved for a grant of \$249,000 under the Post-Secondary Partnership Program funded by Indigenous Services Canada. This program will include three integrated graduate level courses to be delivered in a blended format with two 5-day residencies delivered in Kitimat, British Columbia and online courses offered through the RRU online learning platform. The initial offering will start in September 2021, with coursework completed in late-February 2022. This offering is intended to be a pilot offering for the program, with the program offered regularly to future cohorts of participants. The audience will include rising managers from enterprises and agencies in the Haisla Nation and other partner Nations along the northwest coast of BC. This region, including the traditional territories of the Haisla and the territories of neighbouring Nations, is in the midst of unprecedented economic growth as a result of the development of facilities and infrastructure associated with the shipment, processing and export of Liquefied Natural Gas (LNG) to global markets.

## **PRME IN ACTION**

### **Coastal Communities Social Procurement Management Project**

Royal Roads faculty member Heather Hachigian is partnering with the City of Victoria and Coastal Community Social Procurement Initiative to co-develop a measurement framework to help local governments in the Vancouver Island region to understand and assess the social impact of their procurement. The framework and accompanying guidance documents will provide local procurement officials with the ability to connect social impacts at the local level to the Sustainable Development Goals. The framework also aims to reduce uncertainty for suppliers and provide them with the confidence they need to embed social value into their own corporate strategies. The partners are working together to develop and measurement framework that maps procurement to the Sustainable Development Goals and an accompanying guidebook that will be piloted in the region.

## PRME IN ACTION

### Members of the School of Business Advisory Council

Our School of Business advisory committee meets on a regular basis to ensure that our programs remain relevant to market demands and meet the changing needs of society. Members of our Advisory Council represent a diverse range of business organizations, allowing us to explore jointly effective approaches to meeting sustainability challenges facing society and inform the design of educational programs and research that respond to these opportunities. Current members of our Advisory Council with strong connections to sustainability and responsible management initiatives include the Director of Inclusion and Diversity at Teck Resources, a managing partner of Raven Indigenous Capital Partners and Vice-President of the Indigenous Innovation Initiative at Grand Challenges Canada and the Assistant Dean, Equity and Inclusive Communities at Sprott School of Business, Carleton University.

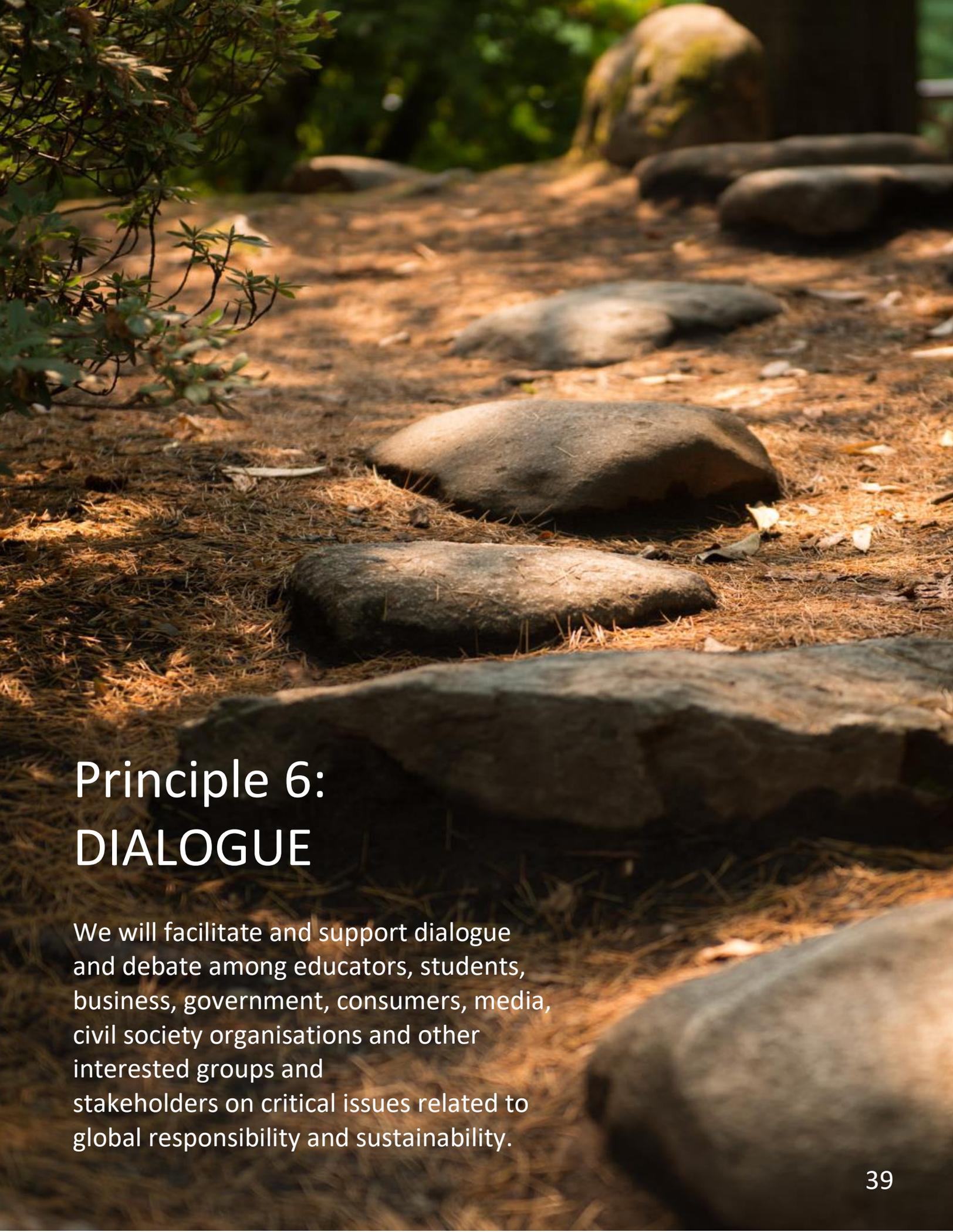


## MONITORING PROGRESS

In 2020, we began collecting data related to our partnerships and interactions with managers in the business community to extend our knowledge of challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges. This initial data collection will serve as a baseline to assess where we are in our journey. We will continue to collect this data on an annual basis and to monitor our progress toward full integration of our commitments under PRME.

### Targets/KPI

- Continue to monitor and strengthen partnerships with managers of private, non-profit and public-sector organisations through our research and teaching.
- Implement a minimum of ten project-based learning opportunities that link Faculty of Management students with local organizations seeking to address environmental and social responsibilities.



## Principle 6: DIALOGUE

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global responsibility and sustainability.



## Principle 6: DIALOGUE

As a way to reach out into the community and share research informed insights with stakeholders, faculty members Ross Porter and Charles Krusekopf launched a webinar series called Insights for Action. While not explicitly linked to the PRME, the series features speakers and themes that directly relate to sustainability, reflecting the strengths and passion of our core and associate faculty in these areas. Examples of these dialogues include faculty member Carolin Rekar-Munro exploring why cultivating emotional intelligence in the workplace has never been more important and what it takes to influence with impact. In another webinar, professor Dr. Charles Krusekopf and RRU MBA alumni Dr. Hope Sanderson explored the Shared Responsibility of Reconciliation. Other episode themes included managing risk, leading with trust, and leading in the face of chaos and conflict. The final episode of the season will look at creating systemic change through integrating systems thinking and Indigenous wisdom. “Part of Insights to Action is finding people within our community who are passionate about a particular topic that we think others would actually appreciate hearing about. Although the webinar series does not have an explicit change-making, sustainability, or responsible management emphasis, those themes naturally find their way into the dialogue, based on who we are as a School.” – Ross Porter, Program Head, BCom”

Many of our faculty also reported engagement with stakeholders in their research through presentations, interactive sessions and dialogues. In the future, we will monitor and track these dialogues to provide a better picture of the scope of these dialogues and identify opportunities to further support and encourage them.

It became clear to us through this review that we have work to do internally on promoting dialogue among our own faculty, students and staff. Aside from faculty members directly associated with the PRME initiative, there is limited understanding of the PRME among the rest of the faculty and staff. In part, interview participants shared that there are many initiatives within faculty and across the university on sustainability themes, including equity, diversity and inclusion, an anti-racism taskforce, climate action committee and our Ashoka Changemaker Designation that compete for faculty time and attention. As a result, the message of sustainability is fragmented and there is significant opportunity for enhancing the coordination and alignment of these initiatives. PRME could serve as an overarching framework for these various initiatives but we have work to do to communicate this with internal stakeholders

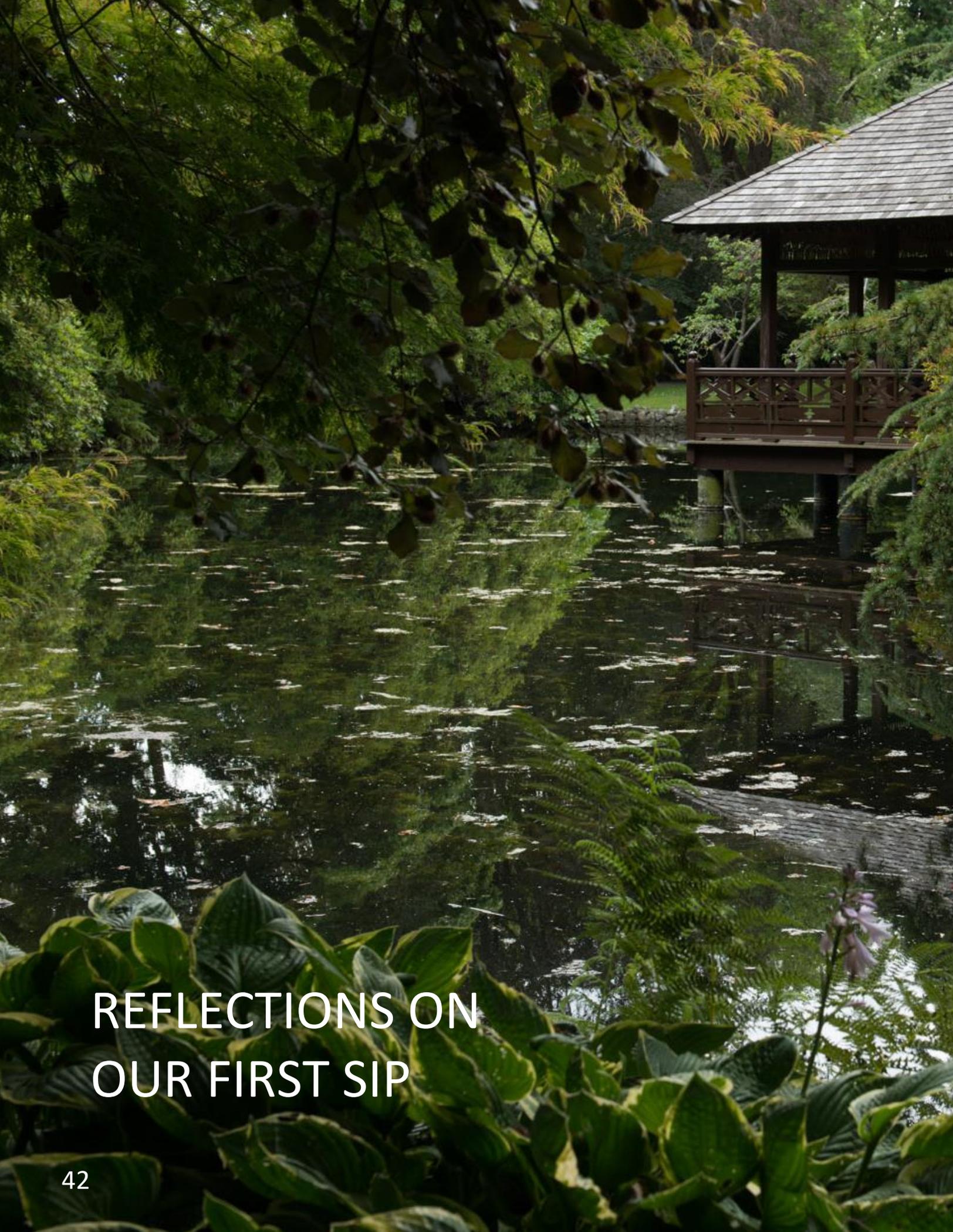
## PRME IN ACTION

### STHM initiative with the local tourism sector

In 2020, the **School of Tourism and Hospitality Management** launched an initiative to explore how the local tourism sector can reorganize, recover, and redesign towards a more sustainable direction. At that time of launching the initiative, the local hotel industry was reeling from the immediate impacts of COVID-19. The initiative set out to engage employers in the immediate issues they were facing related to the pandemic in order to first build trust with tourist businesses before shifting to the discussion to imagining a more sustainable future for the industry. The initiative hosted panel discussions with representatives and stakeholders of the local tourism industry on a range of topics, from an initial focus on immediate concerns around marketing and human resources in the context of the pandemic to broader discussions around wellbeing and wellness, Indigenous perspectives, environmental impact of over-tourism and carrying capacity as well as its cultural impacts. The initiative represents our Faculty's approach to engaging with local stakeholders on critical issues related to sustainability.

### Targets/KPI

- Identify, encourage and strengthen dialogues with representatives from the private, public, and non-profit sectors in relation to sustainability and responsible management.
- Add PRME priorities to regular School of Business meeting agendas to identify opportunities for collaboration.
- Host at least two internal dialogues with faculty across the university on PRME to share learning and identify opportunities for collaboration.



REFLECTIONS ON  
OUR FIRST SIP

## REFLECTIONS ON OUR FIRST SIP

Our first Sharing Information on Progress report has provided us with an opportunity to make visible and celebrate our many successes as a faculty to integrate sustainability and responsible management into our teaching, research and partnerships. Evident from this review process is the natural impulse of individual faculty members toward advancing sustainability and responsible management in their work, and the diverse interests and passions of faculty that map onto the SDGs.

While individual faculty are connecting their research and teaching to sustainability outcomes in meaningful ways, discussions with faculty and students have highlighted there is more we need do at the organizational level to ensure the right incentives and conditions are in place to support faculty in advancing this work. Our PRME Committee has an important role to play in advocating for these conditions. Royal Roads University is unique in that, due to its small size, there is an opportunity to collaborate as a faculty, as we are less tied down by constraints of the number of faculty that need to be coordinated and directed. Across the six Principles we have identified several actions to collectively advance and amplify these impacts. These are summarized in the appendix.

At the same time, we want to ensure that individual faculty's passions for sustainability leadership are encouraged through an emergent strategy. To support this emergent approach, we will seek active promotion of the Principles from the executive management level to provide faculty with affirmation that the

Principles are supported and, indeed, the time and personal dedication to pursue sustainability outcomes in our teaching, research and partnerships will be recognized and rewarded.

We also heard that we need to do more to improve our communication about PRME internally and to ensure coherence and alignment with other sustainability initiatives at Royal Roads University (e.g., Anti-Racism Task Force, Ashoka Changemaker designation and Climate Action). In 2020, we were challenged to reflect on our role and responsibilities in ensuring an inclusive and safe space for students, faculty and staff. The university faculty association established an anti-racism taskforce but our PRME Committee has been missing from these discussions. It is evident that we need to do more to raise the internal knowledge of PRME and connect our work to the diverse initiatives across the university. This work should also extend to promoting sustainability in the University's own operations.

While the SDGs provide shared language and common framework, faculty told us that we need to create the space to engage in more critical reflection on using the SDGs as a framework to guide our work. Some pointed out that we need to do more than simply import the goals as a framework. There is a concern that everyone is grabbing hold of the SDGs in a superficial way. When it comes down to the question of what we are going to do at the collective level as a Faculty, our PRME committee has work to do over next two years to help translate the SDGs into framework that is actionable to support our work.

## SUMMARY OF KPI'S



### Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

- Survey faculty annually on PRME integration in our teaching, research and societal and community engagement.
- PRME Committee meet four times per year to monitor and review progress.
- Present interim report on progress to FoM Advisory Committee in April 2022.



### Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

- Identify, review and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organisational practices. The outcomes of this review will be detailed in our 2023 SIP Report.



### Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

- Review all new courses and program proposals to identify opportunities for embedding more sustainability & provide support to faculty to achieve this goal.
- Participate in at least one PRME event to share our learning and insights from the launch of our new BBA program.
- Collect feedback annually from students on the impact of our educational and professional responsible leadership curriculum and learning experiences.



### Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

- Identify the proportion of our research activities and outputs that seek to advance our understanding about the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value.
- Incorporate PRME priorities into faculty work plans, as appropriate.
- Review internal research grant applications to identify and leverage opportunities and incentives to encourage faculty research on themes related to the Sustainable Development Goals.
- Provide training to faculty on how to conduct social impact assessments of their research and pilot impact assessments of at least 3 faculty research projects in the next two years.



### Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

- Continue to monitor and strengthen partnerships with managers of private, non-profit and public-sector organisations through our research and teaching.
- Implement a minimum of ten project-based learning opportunities that link Faculty of Management students with local organizations seeking to address environmental and social responsibilities.



### Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

- Identify, encourage and strengthen dialogues with representatives from the private, public, and non-profit sectors in relation to sustainability and responsible management.
- Add PRME priorities to regular faculty meeting agendas to identify opportunities for collaboration.
- Host at least two internal dialogues with faculty across the university on PRME to share learning and identify opportunities for collaboration.

## IMAGE CREDITS

Page 6 *Values*. The Noun Project (Creative Commons)

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Respect for People. Romzicon

Sustainability. Lemon Liu

Continual Learning. Eucalyp

Customer Orientation (compass). Zidney

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